

Perkins Data

2008-09 Reports

Definitions – Section 10 of Coordinator manual

- **Concentrator** - A Concentrator is a student who has enrolled in a minimum of 3 units of credit in one program of study in grades 9-12 (for example, Agriculture Business, Computer Engineering, Office Administration, etc). Concentrators are determined at the state level through APSCN (Arkansas Public School Computer Network) course enrollment records.
- **Completer** - A Completer is a concentrator who has successfully completed a minimum of three units of credit including all of the core requirements of a career and technical program of study and has graduated from high school. Districts determine and report Completers through the Portal.

State Performance

◎ [STATE REPORT.pdf](#)

Literacy and Math

- Academic Skill Attainment - Academic attainment is determined on the number of concentrators who left secondary education during the reporting year and who scored proficient or advanced on the literacy and geometry academic assessments used for NCLB measurement.

Skill Attainment

- **Career & Technical Skill Attainment - The CTE Student Competency Tests are end-of-course tests given in most CTE courses. All students enrolled in a CTE course should take the test (if one is available). Attainment is determined on the number of concentrators who left secondary education during the reporting year with an average of proficient on all skill tests taken in grades 9-12. (Note: tests related to the student's program of study concentration)**

Graduation & School Completion

- **Graduation (aligned to NCLB) -**
Graduation is determined using the number of identified concentrators who are reported as graduating during the year they leave secondary education
- **Completion of High School – Graduation**
as described above plus the number of concentrators who obtain a GED during the year they should have graduated will determine completion of high school.

Placement

- **Placement of Completers - Placement is determined by surveying completers six months after graduation to determine their status. Completers found in further education, employment, or the military are considered to be positive placements. The positive placement rate and the unemployment rate are figured on the completers that were found for the survey only. Thus those Completers who cannot be located despite reasonable efforts are not considered in the calculation. Placement must be reported by the district in the portal.**

Nontraditional Participation & Completion

Nontraditional Participation and Completion -
Nontraditional programs of study are those that prepare students for further education and/or employment in fields of employment in which either gender is represented at 25% or less of the workforce. An example would be females in Automotive Service Technology. The participation rate is determined by enrollments of the underrepresented gender students in courses that comprise the nontraditional programs of study. The completion rate is determined by the number of underrepresented gender completers of nontraditional programs of study as reported by districts in the portal.

State Report

◎ STATE REPORT.pdf

Report Emailed to Coordinators

2008-09 PERFORMANCE AND LOCAL TARGETS

Indicator	2012-13 Goal	2006-07 Performance	2007-08 Target	2007-08 Performance	2007-08 Improvement Plan	2008-09 Target	2008-09 Performance	2008-09 Improvement Plan	2009-10 Target	2010-11 Target
Literacy	83.88%	29.03%	49.01%	18.60%	Yes	46.04%	34.55%	Yes	38.83%	53.85%
Geometry	73.45%	35.09%	38.91%	25.58%	Yes	47.48%	38.89%	Yes	41.11%	51.89%
Technical Attainment	70.00%	61.90%		56.67%		67.57%	37.84%	Yes	61.96%	64.64%
HS Completion	92.30%	96.67%		88.64%		96.92%	89.09%		92.70%	92.75%
HS Graduation	87.50%	95.00%	86.00%	88.64%		95.25%	83.64%	Yes	92.07%	92.32%
Placement	95.16%	95.00%		86.21%		92.46%	93.33%		91.74%	92.88%
NT Participation	25.11%	17.29%		17.92%		19.86%	20.30%		19.48%	21.36%
NT Completion	20.24%	7.41%		23.08%		12.34%	25.00%		16.49%	17.74%

CTE Skill Attainment: Because the 2009-10 and 2010-11 Targets were based on the actual performance in 2005-06, 2006-07 and 2007-08, many districts/consortia have Targets that are not in line with the actual performance of 2007-08 and 2008-09. Data prior to 2007-08 was based on the concentrator definitions used under Perkins III and although attempts were made to convert the previous years of data for CTE Skill Attainment using the Perkins IV definitions of concentrator and proficiency, the calculations were not perfect. Therefore, if the data prior to 2007-08 caused your 2009-10 and 2010-11 targets to be inflated, we recommend that you accept the renegotiation below. If this recalculation would cause your targets to increase, we do not recommend a change. This is so noted below. This re-negotiation does not relieve any district/consortium from submitting an improvement plan if required for failure to meet the 2008-09 Target.

Technical Attainment	70.00%		56.67%		67.57%	37.84%	Yes	52.94%	58.63%
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STAFF RECOMMENDATION: We will lower the 2009-10 and 2010-11 targets for CTE Skill unless you notify Mary Ellen Koettel prior to June 30, 2010, that you do not accept this modification.

Renegotiation of CTE Skill Attainment

We took the average of the 2007-08 and 2008-09 actual performance levels to establish a new baseline. Then subtracted the average performance from 70% which is the state goal for 2012-13. Since there are 4 years remaining between 2009-10 and 2012-13, we divided the difference by 4. This is the annual increase needed to reach the 70% goal.

Example of Renegotiation

2007-08 actual performance = 56.67%

2008-09 actual performance = 37.84%

Average performance = 47.26%

$70\% - 47.26\% = 22.74\%$

22.74% divided by 4 years = 5.68%

Average performance + 5.68% = 52.94%
target for 2009-10 and 58.63% for 2010-11.

Disaggregated Data Report

IMPORTANT CAUTION - Care must be taken to not release data that might personally identify students. Data on subgroups of less than 10 should not be released.

2008-2009 LOCAL REPORT DATA

POPULATION	LITERACY			MATH			GRADUATION			COMPLETION		
	Numerator	Denominator	Percent	Numerator	Denominator	Percent	Numerator	Denominator	Percent	Numerator	Denominator	Percent
GRAND TOTAL	19	55	34.55%	21	54	38.89%	46	55	83.64%	49	55	89.09%
GENDER												
Male	4	25	16.00%	8	24	33.33%	21	25	84.00%	23	25	92.00%
Female	15	30	50.00%	13	30	43.33%	25	30	83.33%	26	30	86.67%
RACE/ETHNICITY												
American Indian												
Asian												
Black	2	15	13.33%	3	15	20.00%	11	15	73.33%	11	15	73.33%
Hispanic	1	1	100.00%		1		1	1	100.00%	1	1	100.00%
White	16	39	41.03%	18	38	47.37%	34	39	87.18%	37	39	94.87%
SPECIAL POPULATION												
Ind. with Disabilities	0	5	0.00%	6	15	40.00%	12	15	80.00%	14	15	93.33%
Econ. Disadv	5	15	33.33%	0	4	0.00%	5	5	100.00%	5	5	100.00%
LEP												
Migrant										0		
Nontraditional	2	6	33.33%	2	6	33.33%	6	6	100.00%	6	6	100.00%

POPULATION	SKILL ATTAINMENT			PLACEMENT			NT PARTICIPATION			NT COMPLETION		
	Numerator	Denominator	Percent	Numerator	Denominator	Percent	Numerator	Denominator	Percent	Numerator	Denominator	Percent
GRAND TOTAL	14	37	37.84%	28	30	93.33%	54	266	20.30%	8	32	25.00%
GENDER												
Male	7	19	36.84%	14	16	87.50%	22	125	17.60%	5	16	31.25%
Female	7	18	38.89%	14	14	100.00%	32	141	22.70%	3	16	18.75%
RACE/ETHNICITY												
American Indian												
Asian								1				
Black	2	7	28.57%	9	9	100.00%	10	83	12.05%	3	9	33.33%
Hispanic	1	1	100.00%				3	5	60.00%	1	1	100.00%
White	11	29	37.93%	19	21	90.48%	41	177	23.16%	4	22	18.18%
SPECIAL POPULATION												
Ind. with Disabilities	0	4	0.00%	4	6	66.67%	3	42	7.14%			
Econ. Disadv	2	8	25.00%	10	12	83.33%	18	108	16.67%	3	7	42.86%
LEP							1	1	100.00%			
Migrant												
Nontraditional	3	5	60.00%	6	6	100.00%						

This report will be emailed to the coordinators in a couple of days.

Purposes of Disaggregated Data

- To better target your improvement plans and projects
- To use for public report as per Section 113 of the Perkins act (see next slide)
 - Keep the public report on file, do not send to Department unless requested

P.L. 109-270 (Perkins IV)

Section 113(b)(4)(C)

“(C) LOCAL REPORT.—

“(i) CONTENT OF REPORT.—Each eligible recipient that receives an allocation described in section 112 shall annually prepare and submit to the eligible agency a report, which shall include the data described in clause (ii)(I), regarding the progress of such recipient in achieving the local adjusted levels of performance on the core indicators of performance.

“(ii) DATA.—Except as provided in clauses (iii) and (iv), each eligible recipient that receives an allocation described in section 112 shall—

“(I) disaggregate data for each of the indicators of performance under paragraph (2) for the categories of students described in section 1111(h)(1)(C)(i) of the Elementary and Secondary Education Act of 1965 and section 3(29) that are served under this Act: and

“(II) identify and quantify any disparities or gaps in performance between any such category of students and the performance of all students served by the eligible recipient under this Act.

“(iii) NONDUPLICATION.—The eligible agency shall ensure, in a manner that is consistent with the actions of the Secretary under subsection (c)(3), that each eligible recipient does not report duplicative information under this section.

“(iv) RULES FOR REPORTING OF DATA.—The disaggregation of data under clause (ii) shall not be required when the number of students in a category is insufficient to yield statistically reliable information or when the results would reveal personally identifiable information about an individual student.

“(v) AVAILABILITY.—The report described in clause (i) shall be made available to the public through a variety of formats, including electronically through the Internet.

Public
information.

Use the Local Data Report that will be emailed to you to prepare this required report. Because most individual reports have subgroups of less than 10, USE CAUTION in releasing the actual data. This section of the Act does not require that you publish the data in the format you receive it.